

CALIFORNIA SCHOOLS

NOVEMBER, 1959



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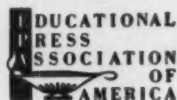
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THE COVER ILLUSTRATION shows a typical modern
California school bus and uniformed driver.

CALIFORNIA'S SCHOOL BUS DRIVERS

RONALD W. COX, *Assistant Division Chief, School Administration*¹

There are approximately 12,000 licensed school bus drivers in California engaged in transporting in excess of 700,000 pupils daily between home and school. They drive 7,000 school busses a total of approximately 417,000 miles daily in all types of traffic conditions on metropolitan, suburban, rural, desert, valley, coastal, and mountain streets and highways.

California's school bus drivers are entrusted every school day with the lives of almost one-fourth of the school population of the state. Driving a school bus entails great responsibility and requires the driver to (1) transport the pupils safely and with proper regard for their health and comfort and be trustworthy in all situations; (2) exercise a desirable moral and educational influence over the pupils whom he transports; and (3) maintain proper supervision of the bus while it is in his custody.

School bus drivers are selected and employed by the governing boards of school districts or by contractors providing pupil transportation to school districts. Drivers employed by contractors are subject to the approval of the governing boards of school districts for which the transportation is provided.² The drivers are subject to all laws pertaining to the operation of school busses, to the rules and regulations of the State Board of Education, and to any regulations of the governing board of the district by which they are employed or for which the transportation is being provided under contract. These laws and State Board of Education rules and regulations are enforced by the Department of the California Highway Patrol and by local law enforcement agencies.

The licensing of school bus drivers is a function of the Division of Drivers' Licenses of the Department of Motor Vehicles. The Division issues licenses according to all legal requirements and the rules and regulations adopted by the State Board of Education which set forth the qualifications required for the issuance of a school bus driver's certificate. These regulations are designed to permit the issuance of school bus drivers' certificates only to those applicants who (1) have demonstrated high moral character; (2) are physically and mentally able; (3) have demonstrated good general driving habits; (4) have, through a written examination, exhibited a thorough knowledge of the laws and regulations relating to the operation of school busses; and

¹ Technical assistance was provided in the drafting of this article by Ray Ward, Driver Improvement Analyst, Department of Motor Vehicles, and by Lieutenant Seth K. Martin, School Buses, Technical Services Division, Department of California Highway Patrol.

² California Administrative Code, Title 5, Education, Section 1073.

(5) have demonstrated, through a driving test, their ability to drive and operate a school bus. The certificate is issued for a period not to exceed two years and may be renewed for additional two-year periods.

Under the direction of the Division of Drivers' Licenses, Department of Motor Vehicles, approximately 80 officers of the California Highway Patrol, located throughout the state, with special training in the enforcement of the laws and regulations relating to pupil transportation, have the responsibility of administering written examinations, driving tests, and other procedures in connection with applications for a school bus driver's certificate. The officers continually observe all bus drivers when they are on duty. They provide school districts with information relating to the operation of school busses, and consult with and advise individual drivers and groups. They investigate and report every accident involving a school bus, and work with school districts in the development and improvement of safe operation practices. The California Highway Patrol has thus improved and is continuing to improve the quality of school bus drivers and to enhance the safety of school bus operations.

The requirements that must be met as a school bus driver in California, more exacting than those of any other state, are set forth in the California Administrative Code, Title 5, Education, as follows:

1078. *School Bus Driver's Certificate Required.* No person shall be employed by, or act as a school bus driver for any school district or any other party transporting public school pupils unless such person holds a valid and effective operator's or chauffeur's license and a school bus driver's certificate issued by the Department of Motor Vehicles after such examination as the Department of Motor Vehicles may prescribe. Such certificate shall be valid for not to exceed two school years, but may be renewed under such conditions as the Department of Motor Vehicles may prescribe.

1079. *Eligibility for Certificate.* (a) The Department of Motor Vehicles shall deny any application for the issuance of a school bus driver's certificate made by any applicant who:

- (1) Has been convicted of any sex offense as defined in Section 12011.7 of the Education Code,
 - (2) Has been convicted within the three years next preceding the applicant's application for such certificate of any violation of the Vehicle Code involving hit-and-run driving (Vehicle Code Section 480), drunk driving, or reckless driving, or whose driving privilege is or has been suspended or revoked by the Department of Motor Vehicles for a cause involving the safe operation of a motor vehicle, or who has been placed on probation as a negligent operator by the Department of Motor Vehicles,
 - (3) Is addicted to the use of intoxicating beverages to excess,
 - (4) Is addicted to the use of narcotics or habit-forming drugs, or
 - (5) Has practiced or attempted to practice any material deception or fraud in his application. An applicant denied a school bus driver's certificate under this subparagraph shall not be issued a school bus driver's certificate, if otherwise qualified, within 12 months of such denial.
- (b) The Department of Motor Vehicles may deny a school bus driver's certificate to any applicant who:
- (1) Has been convicted of any crime enumerated in Section 12755 of the Education Code, except where the denial is mandatory under subsection (a) of this section,

- (2) Has committed any act involving moral turpitude,
- (3) Has been convicted of any felony not specified in this section,
- (4) Has been involved within the two years next preceding the applicant's application as a driver in any accident causing death or personal injury or serious damage to property,
- (5) Has been involved within the year preceding the applicant's application in three or more accidents within a period of 12 consecutive months,
- (6) Has been determined to be a reckless or incompetent driver, or
- (7) Has committed any act which authorizes dismissal as provided under Section 1080 of these regulations.

Such certificate shall be issued only if the application has been reviewed and approved by a committee of three members, one appointed by each of the following: Superintendent of Public Instruction, Commissioner of the California Highway Patrol, Director of the Department of Motor Vehicles. The member of the committee appointed by the Superintendent of Public Instruction shall be chairman of the committee.

1079.1. Fingerprinting of Applicant. The Department of Motor Vehicles shall require each applicant for a school bus driver's certificate to be fingerprinted in such fashion as shall be necessary to facilitate the administration of Section 1079.

1079.2. Revocation of School Bus Driver's Certificate. (a) Whenever the holder of a school bus driver's certificate issued by the Department of Motor Vehicles has at any time before or after issuance of the certificate been convicted of any sex offense as defined in Section 12011.7 of the Education Code, the Department of Motor Vehicles shall revoke the school bus driver's certificate issued to him.

(b) Upon the becoming final of any conviction of a holder of a school bus driver's certificate of a violation, or attempted violation, of any crime enumerated in Section 12755 of the Education Code, the Department of Motor Vehicles shall forthwith revoke the school bus driver's certificate, if the conviction occurs after issuance of the certificate.

(c) The Department of Motor Vehicles shall revoke the school bus driver's certificate of any holder who after issuance of the certificate:

- (1) Is convicted of any violation of the Vehicle Code involving hit-and-run driving (Vehicle Code Section 480), drunk driving, or reckless driving, or is found by the Department of Motor Vehicles to be a negligent operator as defined under Section 271.2,
- (2) Is addicted to the use of intoxicating beverages to excess,
- (3) Is addicted to the use of narcotics or habit-forming drugs,
- (4) Has committed any act involving moral turpitude, or
- (5) Has practiced or attempted to practice any material deception or fraud in his application. A school bus driver's certificate revoked under this subparagraph shall not be reissued to the holder, if otherwise qualified, within 12 months of the revocation.

(d) The Department of Motor Vehicles may suspend for any period of time, or may revoke, the school bus driver's certificate of any holder for any cause, whether existing before or after issuance of the certificate, which would have warranted the denial of an application for a school bus driver's certificate.

(e) A person receiving any notice of suspension or revocation of a school bus driver's certificate shall have 10 days in which to demand, in writing, a hearing except as provided herein. Any such person shall not be entitled to a hearing under any of the following circumstances:

- (1) Whenever the action by the Department of Motor Vehicles is made mandatory by the provisions of this code, or any other applicable law or regulation,
- (2) When such person has previously been given an opportunity with appropriate notice as herein required for a hearing, or
- (3) Whenever the action by the Department of Motor Vehicles was taken on grounds ascertainable on examination pursuant to the provisions of this code or any other applicable law or regulation.

(f) Whenever a hearing is granted as provided herein, a hearing referee shall be appointed by the Department of Motor Vehicles. Such hearing shall be conducted in a completely informal manner, as defined by subdivisions (a) and (b) of Section 317 of the California Vehicle Code.

Upon conclusion of a hearing the referee shall make findings on the matter under consideration and shall prepare and submit findings and recommendations through the Department of Motor Vehicles to the committee authorized by subdivision (b) of Section 1079 of this article. After review the committee shall render its decision which shall be final. The Department of Motor Vehicles shall notify the person involved of the decision.

(g) Failure to demand a hearing within 10 days after receiving a notice given under this section shall be deemed the waiver of the right to a hearing. A demand for a hearing shall not operate to stay any action by the Department of Motor Vehicles referred to in this section.

1079.3. *Conviction, Meaning of, for Purposes of This Article.* A plea or verdict of guilty or a finding of guilt by a court in a trial without a jury or a forfeiture of bail is deemed to be a conviction within the meaning of this article, irrespective of a subsequent order under the provisions of Section 1203.4 of the Penal Code allowing the withdrawal of the plea of guilty and entering of a plea of not guilty, or setting aside the verdict of guilty, or dismissing the accusations or information.

1080. *Dismissal of Driver.* The violation of the provisions of the Vehicle Code or any other applicable law or of such regulations may be deemed sufficient cause for the dismissal of any school bus driver. The penalties herein provided for are in addition to any other penalties prescribed by law or these regulations.

1081. *First Aid Training.* Every school bus driver shall possess a valid first aid certificate issued by either the American Red Cross or the United States Bureau of Mines, within 60 days after the issuance to him of his school bus driver's certificate, or any renewal thereof; otherwise such school bus driver's certificate shall become void, and the certificate may be withdrawn, until the required first aid certificate has been obtained. The period of time herein fixed for the securing of the required first aid certificate may be extended by the California Highway Patrol for a period not to exceed 30 days when it appears that facilities for the obtaining of such first aid certificate are not reasonably available.

During 1958-59, the Division of Drivers' Licenses received 8,184 applications, rejected 81, and issued 8,103 school bus drivers' certificates. The reasons for the rejection of the 81 applications are indicative of the thoroughness with which applications are reviewed.

The greatest number of rejections (24) were based on applicants' records of negligent driving (see Section 1079(a)-(2)). The following letter sent to a rejected applicant by the Division of Drivers' Licenses, is typical:

Dear Mr. _____:

Section 1079a2 of Regulations and Laws Relating to Pupil Transportation in California requires this department to deny the school bus driver application for any person who has been placed on negligent operator probation by this department within three years prior to the application.

Our records show that you were placed on probation with this department because of negligent operation of a motor vehicle effective _____, 1958.

This is official notice that the application filed by you in _____ on _____, 1958, is denied. . . .

Section 1079(a)-(5) required the rejection of 21 applications which were determined to have contained material deception or fraud. The following rejection letter is typical:

Dear Mr. _____:

Regulations and Laws Relating to Pupil Transportation in California require this department to deny the school bus driver's application of any person who has made a false statement on his application.

When filing your application on _____, 1958, you stated you had never been convicted of reckless driving.

The records of this department show that you were, in fact, convicted of reckless driving on _____, 1949 in the court at _____.

Because of this misinformation on your application, this is official notice that your school bus driver's certificate is denied. . . .

Eighteen applicants were rejected on the grounds of the following health or physical deficiencies:

- 10—impaired vision (less than 20/40 in both eyes and less than 20/50 in the poorest eye)
- 3—heart conditions or proneness to lapse of consciousness
- 3—poor general physical condition
- 2—diabetic conditions requiring medication control

Nine applicants were rejected because a past record of offenses made rejection mandatory. Two offenses involved the possession or use of narcotics. The remaining seven offenses involved conviction of moral turpitude.

Four applications were rejected because the applicants had been convicted of driving while intoxicated within the three years prior to application. Rejections were announced to the applicants in letters similar to the one that follows:

Dear Mr. _____:

The records of this department show that you were convicted on _____, 1956, for violating Section 502 of the Vehicle Code.

Regulations and Laws Relating to Pupil Transportation in California require this department to deny the certificate of any person who, within the three years prior to the date of the application, has been convicted of driving while intoxicated.

This is official notice that the application for a school bus driver's certificate filed by you in _____ on _____, 1959, is denied. . . .

You will not be eligible to make further application for a certificate before _____, 1959.

Reasons why applications were denied and the number denied for each reason follow:

- 1—failure to pass written examination
- 2—failure to pass driving test

Two applications were voluntarily withdrawn by the applicants upon questioning by the Division of Drivers' Licenses.

The holder of a school bus driver's certificate is required to maintain during the period the certificate is valid a driving record equally good to that of the one which qualified him for the certification. Failure to maintain such a record results in revocation or suspension of the certificate. During 1958-59, 188 certificates were revoked and 10 were suspended. While these revocations and suspensions involved less than 2 per cent of the certificate holders, the fact that such action was taken

is important because of the reasons requiring such action. A list of the reasons why certificates were revoked, showing the number revoked for each reason follows:

- 84—material deception or fraud in making application, revealed after issuance of the certificate
- 64—improper operation of motor vehicles or conduct on the job
 - 27—classified as a negligent operator
 - 18—convicted of driving while intoxicated
 - 5—at fault in an accident involving the school bus
 - 5—involved in an accident involving death or personal injury, or had been convicted of reckless driving
 - 5—had failed to escort pupils across the street or highway as required by law
 - 4—had been separated from employment for rendering unsatisfactory service
- 16—convicted of offenses involving moral turpitude
- 8—did not possess a valid first aid certificate
- 7—re-examination revealed health or physical deficiencies which required the revocation of the certificate
- 9—miscellaneous reasons involved, among others, failure to clear prior citations, voluntary termination of employment, and failure to clear financial responsibility order

Ten certificates were suspended for varying periods of time for the following reasons:

- 6—did not possess a valid first aid certificate
- 3—minor violations of Vehicle Code provisions while operating a school bus
- 1—failed to satisfy judgment in vehicle accident case

These revocations and suspensions indicate the degree of surveillance used in watching the conduct and practices of school bus drivers. In this respect the Division of Drivers' Licenses and the California Highway Patrol are to be commended on the manner in which the program is administered. The program provides California schools with staffs of high quality school bus drivers. The rigid requirements provide school bus drivers with a status in California that is not enjoyed by their counterparts in the majority of other states. Every effort should be made to improve these requirements, and through in-service training and experience enhance further the quality of school bus driver staffs. This is a continuing task of the school bus drivers themselves, the Department of Education, the Division of Drivers' Licenses, the California Highway Patrol, the governing boards of school districts, and employers, so that the responsibility they share for the protection of school children who ride California school busses daily may be effectively discharged.

The addresses summarized in this issue of *California Schools* are the first of a series of addresses which were presented at a workshop on foreign language instruction held at the University of California, Santa Barbara College, June 29 through July 2, 1959. The workshop was planned and conducted by the Bureau of Secondary Education which was assisted by the bureaus of National Defense Education Act Administration, and Audio-Visual Education, of the California State Department of Education. The workshop was held to assist administrators and supervisors of school districts and offices of county superintendents of schools to find ways to improve the teaching and increase the number and extent of courses in foreign languages in California secondary schools.

FOREIGN LANGUAGE TEACHING IN AMERICAN HIGH SCHOOLS: AN OVERVIEW

MARJORIE C. JOHNSTON, *Specialist for Foreign Languages, Office of Education, United States Department of Health, Education, and Welfare*

Two years ago the Office of Education of the United States Department of Health, Education, and Welfare held a national conference to consider how the instructional program for modern foreign languages in the high school might be redesigned to serve better the national need. At that time less than half the high schools in the nation offered any modern foreign language. If a modern language was offered, rarely was it possible for a student to study the same language for more than two years. In 1955, it was found that less than 15 per cent of the high school students of the nation were enrolled in any modern foreign language class, and the situation seemed no better in 1957. A large per cent of those who had started foreign language study failed to continue such study for a second year. Students who had continued to study a foreign language for several years testified that they had not developed sufficient skill to use the language for any practical purpose.

This situation caused the Defense Department, the Department of State, the Central Intelligence Agency, the National Security Agency, the U.S. Information Agency, and the International Cooperation Administration to be caught in a kind of treadmill, trying to recruit and train people who were already proficient or who could quickly become proficient in the use of at least one modern foreign language. The need for such people in government was staggering; and there was a great need for them in business, industry, education, and in many other fields

affected by our involvements in international affairs. The crucial role that languages play in scientific communication was making headlines.

At the present time, however, we can see some signs which may indicate a transformation in the whole character of the high school foreign language picture. Public awareness of the growing need for language proficiency in the national interest is drawing more and more attention to the improvement needed in language teaching at all levels of the school system. At the high school level, the following forces for improvement were noted by the National Association of Secondary School Principals at its annual meeting this year:

1. Title III of the National Defense Education Act
2. The National Association of Secondary School Principals Staff Utilization Study
3. College Entrance Examination Board
4. Modern Language Association of America
5. Realization of needs by teachers, students, parents, employers
6. Conant Report¹

The entire group of working members of the Parliament of Science last year resolved that foreign languages should be made available to students in grade schools, and that high school foreign language programs should be greatly expanded and improved. Title VI of the National Defense Education Act is providing special training for high school teachers of modern foreign languages. During the summer of 1959, a thousand or more teachers received training, and within the next four-year period increasing numbers can be trained. Several research projects under Titles VI and VII are expected to improve teaching methods and materials for foreign language courses in the high schools. Other National Defense Education Act provisions, such as loans to students, graduate fellowships, guidance, counseling, testing, and improved statistical services of state departments of education, can help strengthen the teaching of modern foreign language in high schools.

There are already many concrete examples of progress. Never before has there been so much study, discussion, planning, and co-operation within, between, and among the associations of language teachers, groups of school administrators, staffs of federal and state education agencies, schools and departments of colleges and universities, and the lay and professional organizations concerned with improving instruction. Such efforts can hardly fail to reach the necessary goal.

The goal in this case is one that we have never seriously striven to reach before in American education—mastery in the use of at least one modern foreign language by a substantial segment of our population. Such achievement requires a high degree of skill in communication,

¹ James B. Conant. *The American High School Today: A First Report to Interested Citizens*. New York: McGraw-Hill Book Co., Inc., 1959.

and deep insight into the life and thought of the people whose language is studied.

Many language programs are, therefore, undergoing basic modifications in order to establish learning conditions that can develop communication skills and understanding of foreign cultures. Long sequences of study, continuity, and well-planned gradual progression in difficulty are absolute essentials to such programs. The National Association of Secondary School Principals has recommended for the high school a four-to-six-year program of study in one foreign language. Specially motivated and able students may begin study in a second foreign language while continuing study in the first.

Along with adequate time allotments there must be instructional materials which will provide effective practice in listening comprehension and in speaking, as well as in reading and writing. With the assistance of federal funds many high schools are now acquiring language laboratories to facilitate practice in hearing and speaking. The present textbooks for the study of modern foreign languages resemble the traditional Latin grammar, each lesson of which contains parallel lists of foreign language and English vocabulary; rules of grammar with illustrative sentences; a brief reading selection; several sets of sentences unrelated in meaning to translate, to and from English; and an assortment of exercises for testing the pupils' ability to apply the rules. These books frequently confirm the naive notion that learning a foreign language means learning new words or recoding the mother tongue. The newer teaching materials are designed to provide guided practice first in hearing and speaking, and later in reading and writing, without translation. These materials for beginners may not be in book form at all, since there are advantages in not presenting printed matter until the students are ready for it. At any rate the text materials will be fundamentally different in organization from the traditional ones, for they will be based on the principles of hearing authentic speech, of imitating, memorizing, and practicing useful patterns of speech, and of reading and writing initially only what can be understood and spoken.

The production of textbooks of the new type is being stimulated by the experiences of teachers in successful foreign language programs in the elementary school; by materials produced in the Foreign Service Institute; and through the provisions of Title VI of the National Defense Education Act. As an interim measure, several publishers are providing recorded lesson material to accompany the textbooks now in use.

Progression in hearing, speaking, reading, and writing in language learning involves problems for the teachers. Specific help is needed on day by day classroom procedure, on homework assignments, on testing, and on timing the transition from oral-aural practices to working with

printed materials. How can the teacher plan systematically to insure that every pupil will progress at his best rate of learning? To help teachers and supervisors deal with these problems, the Office of Education has issued a preliminary draft of a bulletin which is being prepared by Patricia O'Connor.^a

The matter of evaluation presents problems in addition to those caused by materials and methods. If students are tested only on vocabulary, grammar, and reading, they may be slow to view the goal of language study as the progressive ability to communicate through speech and writing. The listening comprehension tests of the College Entrance Examination Board are a good start for evaluation procedures, and some experimental work with speaking tests is being carried on by a working committee of the Northeast Conference on Foreign Language Teaching. The development of tests for understanding and speaking and for reading and writing, without translation, needs to be accelerated. Aptitude tests can be useful for grouping students, but it would be unfortunate if such tests were to be used to screen out students who are motivated to learn modern foreign languages.

OBJECTIVES AND PROCESSES OF LANGUAGE INSTRUCTION

CHARLES F. HOCKETT, *Professor of Linguistics, Cornell University*

If the learning and teaching of foreign languages in this country is typically inefficient, the inefficiency is due in considerable measure to the devoting of time to tasks which are not part of learning a language, or which have their proper place later in the sequence of language-learning activities than the point at which they are typically taken up.

Recommendations for concentrating efforts on the essentials of language learning can be stated didactically as principles—"do's" and "don'ts," as follows plus one point that cannot be so stated:

1. Teach the language, not *about* the language.
2. Teach the language, not (at the start) a writing system.
3. Teach the language, not its vocabulary.
4. Teach the language as it is, not as anyone thinks it ought to be.
5. Teach the language as it is spoken in ordinary circumstances, not as a special literary or oratorical form.
6. Teach the language, not its literature.
7. Teach the language as it is now, not in terms of its history.
8. Language learning is not an intellectual task.

^a *Modern Foreign Languages in the Secondary School: Prereading Instruction.* Prepared by Patricia O'Connor, Consultant for Foreign Languages, Office of Education. Office of Education Circular, No. 583, June, 1959. Washington, D. C.: Science, Mathematics, and Foreign Language Section, U. S. Department of Health, Education and Welfare, 1959.

To learn a language is to learn to use it—to respond to situations by saying appropriate things in it, to understand what others say in it, and, ultimately, to read and write in it. Most native speakers of most languages are unable to describe how they produce the speech sounds they use, and are completely at a loss in describing their grammatical habits (ways of putting words together from smaller elements, ways of building sentences and utterances). They do not need to be able to give such descriptions in order to use the language. By the same token, the learner of a foreign language does not have to be able to describe the grammatical habits required in order to acquire them. To a considerable extent, time spent learning about the language is time that might better be spent in acquiring facility in the language. Moreover, comments made in class or in textbooks about a language are too often folkloristic, inaccurate, or both. When things are said about a language that is being learned, let them be accurate and let them be to the point.

Of course, certain exceptions may be made to this principle of teaching the language rather than about it. For most learners, there are points at which a succinct and accurate description of how to hold their organs of speech for a particular speech sound can be helpful. For most learners, a summarizing statement of a grammatical habit, inductively made after extensive drill in the habit, can help to tamp it down—for example, brief observation that in French, unlike English, a modifying adjective usually follows its noun. But all such statements about the language must be regarded merely as means to an end—the acquisition and over-learning of the habits that constitute the language.

Teaching and learning about languages is, of course, a legitimate field of activity—a branch of social science called linguistics. But this activity is not the same thing as learning a foreign language.

Writing is not language, but a communicative system tied in very intimately with language. A writing system, such as that of French, Russian, or Chinese, can be learned most efficiently in terms of the spoken language with which it is associated, but speaking the language cannot be efficiently learned in terms of the associated writing system. The human race was speaking for milleniums before writing was invented. Every child learns to speak and understand before he learns to read and write. Some who learn to speak and understand never learn to read and write.

How soon after the beginning of foreign language study the associated writing system can be introduced depends on the writing system and, probably, on the age of the students. In foreign language elementary school programs, where the students have not yet mastered their own English writing system, writing and reading a foreign language probably ought to be postponed for years. Instruction in reasonably regular writing systems, such as those of Italian, Finnish, or Russian, can be introduced fairly early, but should be delayed for a long time

with complex and irregular ones, such as those of English, French, or Chinese.

Vocabulary is, of course, part of a language. The adult speaker of a language thinks of that language largely in terms of vocabulary, because it is only in connection with vocabulary that he has further language learning to do. Every one of us learns new words and locutions every day. Furthermore, when we are exposed to a new word we need no instruction as to how to use it in sentences because it fits into a network of grammatical patterns that are second nature to us.

For the learner of a new language, however—either the child learning his first language or anyone beginning to learn an additional language—the real difficulties are (1) the patterns of pronunciation and of hearing; and (2) the patterns by which elements are put together into words, and by which words are strung together, with intonations, into utterances—in short, the grammar. It is these basic patterns that constitute the learner's task. They require drill, drill, and more drill, and only enough vocabulary to make such drill possible.

When a learner has acquired these basic patterns so well that he, like the native speaker, automatically knows what to do with a new vocabulary item, then he is really past the point of needing any guidance from the language teacher. Granting that it takes a long time for a learner to reach this point, and that rarely do language teachers manage to carry a student so far, nevertheless the learning that must go on up to that point can be defined as the elementary phase of learning the language.

Every language that we are likely to be teaching in secondary schools in the near future has accrued a tradition of "correctness." Certain usages are socially approved and others are looked down on, at least by the pedagogical specialists who maintain the tradition. These traditions are by no means always in complete agreement with the language usage of educated people. The variety of French or Spanish, or the like, that should be taught in this country should in all cases be determined by empirical study of the language usage of educated people. To teach an "approved usage" that is actually not in use, on the grounds of "correctness," is to cheat students, a practice that is unethical.

The actual usage of almost any group of native speakers of a language has an authenticity about it that renders it preferable to the most elegant variety of the language spoken more awkwardly by the non-native speaker. In California, if the only choice were that between the Spanish of southern California and an artificial Castilian, the former would certainly be preferable.

Perhaps the most important point to be recognized in connection with this principle is that accepted usage in every language really affords a rather wide range. We can allow a good deal of diversity in the variety of Spanish, French, or the like, taught in the schools, with-

out worry on this score. Native genuineness is far more important than "correctness."

This point ties in with the preceding one. No one writes just as he speaks. The more commonly used languages have special literary forms that are used in writing (even in newspapers, not just in literature) and in formal discourse such as oratory. The native speaker of a language feels this literary form as special just because of its many formal features, points at which it differs from the way he would speak in everyday circumstances. Our students can be best served if we teach them everyday speech for everyday use, since then they will acquire the ability to recognize the points of departure for the special properties of literary discourse.

An example is the *passe defini* in French. This is commonly used in writing, and is virtually absent from everyday conversation. If we teach our students this tense, merely as one tense among others, its literary overtones will be lost to them.

Literature is undisputedly a vital part of a nation's culture, and access to the literature of another country is not only a valid, but an important aim in foreign language study (although only one of many aims of equal importance). To teach a foreign language from the first day as though access to literature were the only aim is to do an injustice to all students—even those few who really have that as their main aim. The reason has been stated already. Appreciation of literature requires that it be understood against a backdrop of everyday usage in the same language. Therefore, everyday usage must be taught first.

To teach a foreign language purely in terms of the associated literature would be like teaching elementary chemistry purely in terms of the pigments in paint.

A famous old textbook of Spanish repeatedly takes time off to describe the Latin antecedents for various items of contemporary Spanish. For the student who knows Latin, this is superfluous; for the student who does not know Latin, it is obnoxious. However interesting language history may be—and it is an important branch of linguistics—time spent on this in a textbook or in class comes under the judgment related to the first recommendation. Let Spanish be learned as Spanish; let Latin be learned as Latin. The occasional college student who knows both is then in a position really to enjoy and benefit from a course in the history of the Spanish language.

By "intellectual task" we mean, here, a task of learning which tells the learner something about the structure of the universe that he did not know before. Thus geography, history, physics, chemistry, and civics are all "intellectual" courses—as are, in another way, courses in literature.

Learning a foreign language may entail incidental acquisition of factual information about the attitudes and ways of life of other peoples,

but this is really incidental to the main task. The most important reason for recognizing this point is so that, as language teachers, we may avoid being ashamed of it, and may avoid taking those steps to correct it which will actually impair the efficiency of our language teaching. The import of our earlier points is clearly that to introduce various bits of "intellectual content" into an elementary language course is, in general, to fritter away time that should be devoted to the task of teaching and learning the language. In our dealings with teachers of other subjects, and with administrators, we must be quite insistent on the fact that learning a language is not the same sort of task as learning an "intellectual" subject, and we must stick to our guns without any sense of shame or regret. And we must remember that teaching a foreign language is, indeed, an intellectual task—it constitutes a serious and worthy challenge to our abilities.

TYPEWRITING COURSES IN THE SUMMER SESSIONS OF CALIFORNIA SECONDARY SCHOOLS

M. CLAIRE O'BRIEN, *Consultant in Business Education*

Typewriting continued to be a popular subject in the 1959 summer sessions in California secondary schools. Approximately 29,651 students, 14 per cent of the total summer session enrollment, took courses in typewriting.

STANFORD UNIVERSITY TYPEWRITING RESEARCH PROJECT

During 1958, Stanford University, with the assistance of the Bureau of Business Education of the California State Department of Education, conducted a study to obtain information about typewriting courses offered in the summer sessions of California secondary schools. Certain of the questions in the questionnaire and tabulations of the responses to the questions follow:

| | | | |
|--|-----------------------------|------------------------------|-------------------------|
| Question 1. What grade will you be in next fall? | Responses (6,170) | Grade 9 | Per cent 32.7 |
| | | 10 | 32.0 |
| | | 11 | 21.2 |
| | | 12 | 9.4 |
| | | Other | 4.7 |
| | | | |
| Question 2. What program (major) are you taking in school? | Responses (5,766) | Program College | Per cent |
| | | preparatory | 70.8 |
| | | Business | 17.5 |
| | | Other | 11.7 |
| Question 3. At whose suggestion are you taking typewriting? | Responses (6,820) | Suggestion of Self | Per cent 41.7 |
| | | Parents | 37.7 |
| | | Counselor | 9.4 |
| | | Teacher | 5.8 |
| | | Friend | 5.4 |
| | | | |
| Question 4. Do you plan to take another typewriting course? | Responses (5,712) | Plan Yes | Per cent 48.3 |
| | | No | 51.7 |
| | | | |
| Question 5. Why did you enroll in the typewriting course now instead of during the regular school year? | Responses (5,360) | Reasons Scheduling | Per cent 68 |
| | | Personal use | 18 |
| | | Not offered, | |
| | | regular session | 9 |
| | | Other | 5 |

STUDY BY BUREAU OF BUSINESS EDUCATION

During the summer of 1959, the Bureau of Business Education interviewed the administrators and teachers in selected schools to determine their attitudes toward the typewriting offerings and to secure informa-

tion regarding the practices that were being used in conducting classes in typewriting.

The junior high schools, senior high schools, four-year high schools, and elementary schools included in this study were in districts of various sizes. The findings of the study follow.

Importance of Summer Sessions in Relation to Total School Program. Administrators expressed the opinion that programs offered in summer sessions will grow in importance as a part of the total school program, and that the courses in typewriting will continue to be a most important offering. Both the administrators and teachers believed that enrollments in regular session typewriting courses would not be affected to any great extent because of the increased enrollments in summer sessions.

Many summer session students reported that they were planning to take more typewriting courses either in the regular session or in another summer session.

College Preparatory Students in Summer Session Typewriting Courses. The majority of the students enrolled in summer session typewriting courses are college preparatory students. Most of the students have not been enrolled in business courses in the regular session.

As the college preparatory curriculum expands, it is likely that more and more college preparatory students will enroll in typewriting classes during summer sessions.

Attitudes of Teachers Toward Teaching Summer Session Typewriting Courses. Most of the teachers of typewriting were enthusiastic about teaching summer session classes. They gave the following reasons for their attitudes:

1. There was more "time to teach." There were few interruptions for other activities; therefore both students and teachers could concentrate on the work of the class.
2. There were no discipline problems. Those students who might have been trouble makers generally did not enroll. One teacher reported that several students who were discipline problems in regular sessions did good work and were good citizens in summer sessions.
3. There were opportunities to try out new methods and materials.
4. Summer session teaching enabled them to earn extra money for work in their own field.
5. Students were enrolled in the summer session typewriting classes because they wanted to learn to typewrite.

Teacher Preparation and Scheduling. Most of the teachers of typewriting in the schools included in the study had been business education majors or minors. The other teachers had had experience in teaching typewriting. Most teachers taught two classes of two hours each.

Organization of Classes. Junior, senior, and four-year high schools most commonly conducted six-week summer sessions; some conducted sessions of five, seven, eight, or nine weeks.

The following tabulation shows the number of school districts in which typewriting was offered for specified time daily for a given number of weeks:

| <i>Length of period in hours</i> | <i>Number of weeks</i> | <i>Number of school districts</i> |
|--------------------------------------|----------------------------|---------------------------------------|
| 1 | 5 | 2 |
| 1 | 6 | 12 |
| 1 | 7 | 1 |
| 1 | 8 | 2 |
| 2 | 5 | 8 |
| 2 | 6 | 69 |
| 2 | 7 | 26 |
| 2 | 8 | 16 |
| 2 | 9 | 1 |
| 3 | 4 | 1 |
| 3 | 5 | 2 |
| 3 | 6 | 2 |
| 3 | 6 | 2 |
| 4 | 4 | 1 |

The general practice of elementary schools was to conduct typewriting classes for four or for five weeks during the summer sessions. The most common length of the period of instruction was two hours in the junior, senior, and four-year high schools, and one hour in the elementary schools.

Schools which allowed students to enroll in advanced typewriting classes upon completion of the summer session typewriting courses usually granted the permission on the basis of the marks received or the number of words per minute achieved in the summer courses.

Scheduling of Students and Classes. In most cases the student's summer session program was arranged by the student's regular counselor. This procedure provided continuity and made it possible for the student to plan his summer program in relation to his regular program.

In one school the counselors were on duty after the close of the spring semester for the purpose of scheduling summer session classes, and returned before the opening of school in the fall to make adjustments in the programs of those students who had passed summer session courses.

Arrangements should be made in advance for supplies for summer session classes so that appropriations for them may be included in the budget. One school appropriated one dollar per student in average daily attendance for the summer session budget.

Most schools had preregistration for summer sessions. Some schools did not allow students to register on the first day if they had not preregistered. However, these schools were planning to allow registration at the beginning of the summer session the following year because many students who had preregistered did not appear for the session.

Course Content. Courses in summer session typewriting were usually identified as Personal Typewriting or Typewriting. In schools which offered only one course in beginning typewriting the emphasis was usually on personal use regardless of the name of the course. This emphasis was determined by the teacher according to the needs of the students. Problems were chosen which would give the students practice on the kind of skills they would find most valuable. For instance, many teachers stressed the typing of manuscripts, personal letters, and outlines. Proofreading, and the effective care and operation of the typewriter were given considerable attention.

Most teachers said that it was possible to cover the same course content in the six-week summer session with two-hour periods as was covered in the regular session. Some teachers believed that the summer session of seven or eight weeks permitted more time to practice than the regular session and that this led to greater achievement.

Methods of Teaching. The methods used in teaching summer session typewriting courses were, in general, the same as those employed in the regular session. However, because of the longer class period, it was necessary to change activities more frequently during the period in order to lessen fatigue.

Achievement of Students. In general, teachers reported that the achievement of the summer session typewriting students was comparable to the achievement of students in the regular session.

In the report of the Stanford University Typewriting Research Project the following table was presented to show the comparative achievement made by students in typewriting in summer sessions in which the courses were conducted for various lengths of time.

ACHIEVEMENT OF STUDENTS IN 1958 SUMMER SESSION TYPEWRITING

| Periods of instruction daily | Number of weeks | Total periods of instruction | Number of students | Median score in words per minute | Per cent of students with 5 or fewer errors |
|------------------------------|-----------------|------------------------------|--------------------|----------------------------------|---|
| 1..... | 6 | 30 | 1,648 | 27+ | 56 |
| 1..... | 7 | 35 | 215 | 32+ | 50 |
| 1..... | 8 | 40 | 285 | 33+ | 59 |
| 2..... | 5 | 50 | 121 | 25+ | 78 |
| 2..... | 6 | 60 | 2,060 | 29+ | 68 |
| 2..... | 7 | 70 | 1,303 | 31+ | 62 |
| 4..... | 4 | 80 | 58 | 35+ | 27 |
| 2..... | 8 | 80 | 966 | 31+ | 60 |
| 4..... | 8 | 160 | 60 | 45+ | 55 |

System of Marking in Typewriting Classes. The basis on which marks and credits were awarded varied among schools. One school

equated the 60 hours of summer session instruction as two-thirds of the time spent in class during the regular semester. The credit given was therefore considered as having two-thirds the value of that given for the successful completion of the typewriting courses offered in the regular session.

Typewriting for Elementary School Pupils. The most common practice among elementary schools was to enroll those pupils in summer session typewriting classes who would enter the fifth, sixth, seventh, and eighth grades in the fall semester. The main objectives of the course were to familiarize pupils with the keyboard and to train them to do accurate copy work. Most commonly, no marks were given for completion of the course. However, notes written to parents reported the degree of skill attained.

A large number of the secondary school teachers who were teaching in the elementary schools were business education majors. Most of the elementary school teachers who were teaching typewriting had taken business courses or had had experience in teaching typewriting.

SUMMARY

The following observations might be made regarding summer session courses in typewriting:

1. Summer session enrollments have been increasing in California public schools at a rapid rate and it is likely that they will increase even more rapidly in the future.
2. Achievement in typewriting in the summer session classes is comparable to the achievement made in the regular session classes.
3. The most common practice was to offer the summer session typewriting course for two hours a day for six weeks.
4. Most teachers found that it was possible to cover the same course content in the six-week summer session with a two-hour period as in the regular session.
5. Although the methods used in teaching summer session typewriting courses were, in general, the same as those employed in the regular session, many teachers tried out new methods and materials in their classes.
6. The majority of the students enrolled in secondary school summer session typewriting courses are college preparatory students.
7. As a rule, teachers are enthusiastic about teaching summer session typewriting classes.
8. The majority of students enrolled in typewriting classes in the summer sessions were unable to enroll in such classes during the regular session because of conflicts in schedule or because their schedules were full without typewriting.

SCHOOL BUS OPERATION COSTS: An Analysis of Transportation Expenses Reported by Selected California School Districts

T. H. BATTELLE, *Field Representative, Bureau of Administrative Services*

In 1959, a study was made by the Bureau of Administrative Services of the State Department of Education to determine the expenditures made in 1957-58 by 422 selected California school districts for operating the busses they owned. Items for which median per cents were determined were salaries, gasoline, tires and tubes, repairs, insurance, and miscellaneous items. Median costs were calculated per bus mile, per bus day, and per pupil per year. The districts were grouped for study according to the following classifications.

| Size of busses in number of rows | Average hours of bus operation per day | | | |
|----------------------------------|--|--------------|--------------|--------------------|
| | Less than 4 hours | 4-5 hours | 6-7 hours | 8 or more hours |
| I. Less than 7 rows | A-I | B-I | C-I | D-I |
| II. 7-8 rows | A-II | B-II | C-II | D-II |
| III. 9-10 rows | A-III | B-III | C-III | D-III |
| IV. 11 or more rows | A-IV | B-IV | C-IV | D-IV |

Computations were based upon information obtained from the Annual Report of Transportation Expense (Forms J-141 and 141.1). The 422 school districts which operated four or more district-owned busses not of the pleasure car type were selected for study. These districts operated more than 66 per cent of all the district-owned school busses in California. Their total bus operation expense was in excess of 60 per cent of the total amount spent by all California school districts for pupil transportation.

In the following table no attempt was made to correct improper classification of expense items made at the district level. The miscellaneous expense classifications contain some items that should be included in repairs. The medians calculated for these 422 selected districts are undoubtedly higher than for all the districts in the state since the state median tends to be depressed by the lower operating costs reported by school districts operating only one or two school busses.

DISTRIBUTION OF EXPENDITURES FOR OPERATING DISTRICT-OWNED SCHOOL BUSES SHOWING MEDIAN PER CENT OF TOTAL EXPENDITURE FOR EACH ITEM AND MEDIAN EXPENDITURE PER MILE, DAY, AND PUPIL, 1957-58

| Class of district | Number of districts | Number of busses owned | Median per cent of operating cost | | | | | | Cost per bus mile | Cost per bus day | Cost per pupil per year |
|-------------------|---------------------|------------------------|-----------------------------------|------|-----------------|--------|-----------|---------------------|-------------------|------------------|-------------------------|
| | | | Salaries | Gas | Tires and tubes | Repair | Insurance | Miscellaneous items | | | |
| Class A-I--- | 21 | 163 | 65.5 | 10.5 | 3.8 | 8.5 | 7.3 | 4.4 | \$0.342 | \$16.58 | \$59.71 |
| Class A-II--- | 93 | 759 | 60.2 | 12.6 | 3.6 | 9.8 | 6.6 | 7.2 | .301 | 16.63 | 50.38 |
| Class A-III- | 103 | 950 | 61.2 | 12.8 | 3.6 | 9.3 | 6.3 | 6.8 | .322 | 18.26 | 44.22 |
| Class A-IV- | 28 | 336 | 63.8 | 12.2 | 2.9 | 8.3 | 6.8 | 6.0 | .427 | 21.22 | 41.09 |
| Class B-I--- | 4 | 33 | 68.0 | 12.0 | 3.5 | 8.5 | 7.0 | 1.0 | .277 | 20.89 | 51.86 |
| Class B-II--- | 39 | 432 | 68.5 | 10.7 | 2.7 | 6.5 | 6.9 | 4.7 | .357 | 23.06 | 40.61 |
| Class B-III- | 67 | 627 | 65.8 | 10.9 | 2.7 | 8.7 | 6.5 | 5.4 | .461 | 25.90 | 34.77 |
| Class B-IV- | 33 | 288 | 65.7 | 11.6 | 3.5 | 7.5 | 6.8 | 4.9 | .445 | 29.19 | 36.17 |
| Class C-I--- | 1 | 5 | 71.0 | 11.0 | 1.0 | 10.0 | 7.0 | 0.0 | .445 | 21.75 | 117.50 |
| Class C-II--- | 9 | 141 | 72.0 | 7.5 | 3.0 | 8.5 | 7.5 | 1.5 | .459 | 27.31 | 26.11 |
| Class C-III- | 19 | 178 | 66.5 | 11.2 | 2.8 | 9.5 | 6.6 | 3.4 | .433 | 30.01 | 32.33 |
| Class C-IV- | 6 | 90 | 66.5 | 13.0 | 3.0 | 8.5 | 7.0 | 2.0 | .487 | 31.10 | 35.18 |
| All districts- | 422 | 3,997 | 64.7 | 11.7 | 3.4 | 8.7 | 6.7 | 4.8 | .367 | 20.80 | 42.32 |

Departmental Communications

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENTS TO STAFF

BRUCE F. AUSTIN was appointed Senior Administrative Analyst, Division of State Colleges and Teacher Education, September 1, 1959. Mr. Austin will direct the Administrative Planning Office for the Division. A native of San Francisco, he received his bachelor of arts degree from the University of California, Berkeley, in 1943. He has worked for the State of California since 1944, first as a Personnel Analyst for the State Personnel Board; and then as an Administrative Analyst for the Department of Finance, from 1950 to the present. His work has included a wide range of organizational, procedural, record system, and other administrative studies.

GARNER G. BROWN was appointed Field Representative, Los Angeles area, Division of Departmental Administration, September 3, 1959. Mr. Brown attended schools in Martinsburg and Moberly, Missouri, before coming to California, where he served as Deputy Sheriff of Los Angeles County from 1930 to 1957. During 1958, he was Deputy Chief, Police Training Unit, Bangkok, Thailand, for the International Cooperation Administration of the State Department of the United States. Mr. Brown is filling the position formerly occupied by William E. Dresser who was transferred to Sacramento.

L. FRANK MANN was appointed Consultant in Secondary Education, Division of Instruction, June 16, 1959. Prior to his appointment, Mr. Mann served as Principal of the James Marshall High School, West Sacramento, from 1954 to the present. He has also been Principal of Gilroy Evening High School, Santa Clara County, and of Weed High School, Siskiyou County; and Vice-Principal of Gilroy High School, and Woodland High School. Mr. Mann holds a bachelor of science degree from West Virginia University; and a master of arts degree from Stanford University, where he has also done additional graduate work. During World War II he was a pilot with the United States Air Force. From 1958 to 1959 he was Secretary-Treasurer for District Council 10, California Association of Secondary School Administrators.

EMIL O. TOEWS was appointed to the position of Consultant in National Defense Education, Bureau of National Defense Education

Act Administration, August 17, 1959. Dr. Toews attended schools in Ontario, California, received his bachelor of arts degree from the University of California, Los Angeles, his master of arts degree from the University of Southern California, and his doctorate in education at the University of California, Los Angeles. Dr. Toews has been Principal of Santa Monica City College (Vocational Division) since 1943.

REGULATIONS ADOPTED BY SUPERINTENDENT OF PUBLIC INSTRUCTION

County School Service Fund. The Superintendent of Public Instruction, acting under the authority of and implementing Section 18351 (i) of the Education Code enacted by Statutes of 1959, took the following action with regard to changes in Subchapter 7 of Chapter 1 of Title 5 of the California Administrative Code, relating to the county school service fund: amended the heading and Section 1510 of Article 7, Section 1520 of Article 8, and the heading and Sections 1525, 1528, 1530-1534, 1536-1537 of Article 9; repealed Section 1511 of Article 7, and Sections 1526, 1527, 1535, and 1538 of Article 9; and added Sections 1509 and 1511-1515 to Article 7, and Sections 1535 and 1538 to Article 9 (effective October 24, 1959).

NOTE: The complete text of the sections of the California Administrative Code which were amended or added will be published in the California Administrative Register.

For Your Information

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular meeting held in Santa Barbara, September 17 and 18, 1959.

Associations Approved for Membership

In accordance with Education Code Section 1131, the Board approved the following organizations for which memberships for schools may be paid from school district funds for the school years 1959-60, 1960-61, and 1961-62, subject, however, to each organization notifying the Department of Education immediately whenever there is a change in the constitution, bylaws, or purposes of the organization and subject further to withdrawal of approval by the State Board of Education at its discretion.

Association for Outdoor Education

President: M. Dean Orahood

Secretary: Margaret E. Foucault

Headquarters Address: 12820 South Pioneer Boulevard, Norwalk, California

California Elementary School Administrators Association

President: Bernard Watson

Executive Secretary: Dan T. Dawson

Headquarters Address: 1705 Murchison Drive, Burlingame, California

California School Employees Association

President: Clarence Lawrence

Secretary: Irene B. Riggle

Headquarters Address: 1705 Murchison Drive, Burlingame, California

Department of Elementary School Principals of the National Education Association¹

President: Mrs. Margaret W. Efraemson

Executive Secretary: Robert W. Eaves

Headquarters Address: 1201 Sixteenth St., N.W., Washington 6, D.C.

National Association of Secondary-School Principals (NEA)

President: Cliff Robinson, Director of Secondary Education, Eugene Public Schools, Eugene, Oregon

Executive Secretary: Paul E. Elicker

Headquarters Address: 1201 Sixteenth St., N.W., Washington 6, D.C.

Southern California Junior College Association

President: Miles Eaton

Executive Secretary: J. H. Martin

Headquarters Address: El Camino College, El Camino, California

Approval of Appointments and Reappointments to Advisory Boards of State Colleges

In accordance with Education Code Sections 20361 through 20368, the Board confirmed the appointment by Director of Education Roy E.

¹ Approved for membership by county superintendents of schools only at the May, 1959 meeting of the Board. Additional information indicates the organization is eligible for general approval.

Simpson of the following members of the advisory boards for four state colleges, to serve for terms ending September 30, 1963.

CHICO STATE COLLEGE ADVISORY BOARD

Walter H. Michael, Route 1, Box 336, Willows

Grayson Price, Crocker-Anglo Bank Building, Chico

A. W. (Bill) Bramwell, Owner and Publisher, Chico Enterprise-Record

FRESNO STATE COLLEGE ADVISORY BOARD

Robert Greelis, Ronald Bolt and Associates, Insurance Adjuster, 414 North Broadway, Fresno

Ray Harris, Harris Construction Company, Inc., 264 Palm Street, Fresno, *vice* Lesley Einstein

C. S. Awenius, Manager, Kern County Land Company, 2920 H Street, Bakersfield, *vice* Leland Swall

SAN FRANCISCO STATE COLLEGE ADVISORY BOARD

Sam Eubanks, Executive Secretary, San Francisco-Oakland Newspaper Guild, 821 Market Street, San Francisco

Adrien Falk, 2100 Pacific Avenue, San Francisco

Cecil Poole, Executive Secretary for Clemency and Extradition, Governor's Office, State Capitol, Sacramento

SAN JOSE STATE COLLEGE ADVISORY BOARD

Joseph R. Garner, Vice President, First National Bank, First and Santa Clara Streets, San Jose

E. B. Scott, Business Representative, International Association of Machinists, 45 Santa Teresa Street, San Jose

A. Ray Freeman, National Life Insurance Company of Montpelier, Vermont, Second Floor, 120 Montgomery Street, San Francisco 4

Changes in Rules and Regulations

Services Performed by Pupils. The Board, acting under the authority of and implementing Section 152 of the Education Code enacted by the Statutes of 1959, amended Section 23 of Title 5 of the California Administrative Code, relating to services performed by pupils, to read as follows (effective October 24, 1959):

23. *Work or Services Required of Pupils.* Teachers shall not require pupils to perform work or services which may be detrimental to the health of the pupil.

Disposition of High School Textbooks No Longer in Fit Condition to Be Used for Instruction. The Board, acting under the authority of and implementing Section 10251 of the Education Code enacted by the Statutes of 1959, added Section 57 to Title 5 of the California Administrative Code, relating to the disposal of textbooks no longer in fit condition to be used for instruction, to read as follows (effective October 24, 1959):

57. *Disposal of High School Textbooks That Are No Longer in Fit Condition to Be Used for Purposes of Instruction.* The governing board of any school district maintaining one or more high schools may make provision for the disposal of high school textbooks that are not in fit physical condition to be used for purposes of instruction in any of the following ways:

(a) If usable for supplementary purposes by the district such books may be placed in the school library and handled in the same manner as are other supplementary textbooks.

(b) Materials may be taken from the books and used for instructional purposes.

(c) Where such books are not usable for educational purposes, they may be so mutilated as to be not salable as books and sold as old paper, or may be burned.

(d) Such books may be donated for use within the State of California to any organization which agrees to use such books for educational purposes and agrees also to make no charges of any kind to the persons to whom such organization gives or lends such books; provided, that such books shall be in proper sanitary condition at the time they are so donated and a record of all books so donated shall be kept by the governing board of the district indicating for all books so donated the title, number donated, date such books were donated, and the names of persons or organizations to whom such books were donated.

(e) By donation to the United States Government or any agency thereof.

(f) By donation to any state, territory or possession of the United States or the government of any country which formerly was a territory or possession of the United States.

(g) This regulation shall apply to all high school textbooks regardless of whether they have been classified as regular textbooks under Section 53 (a) of this Title or other instructional materials under Section 53 (c) of this Title. The ways of disposing of high school textbooks stipulated in this section shall not preclude the governing board of a district maintaining one or more high schools from selling high school textbooks to students as provided for by Education Code Section 10054 nor from selling on the second-hand market high school textbooks that are in fit condition to use.

Standards of Scholarship in Junior Colleges. The Board, acting under the authority of Sections 152 and 5717 and implementing Section 5717 of the Education Code enacted by the Statutes of 1959, amended Section 131 of Title 5 of the California Administrative Code, relating to junior college scholarship standards, to read as follows (effective October 24, 1959):

131. (e) *Standards of Scholarship.* The junior college must have standards of scholarship for the continuance of students in junior college and for graduation. Minimum standards will require that at the end of any semester a student who has failed to achieve a 1.5 grade point average (A—4 grade points, B—3 grade points, C—2 grade points, D—1 grade point, F—No grade points) in units attempted shall be placed on probation.

Any student on probation who in the next semester of attendance fails to achieve a 1.5 grade point average in units attempted during that semester is subject to dismissal.

(h) *Counseling Services.* The junior college must have an adequate counseling staff, both in training and experience, to provide the students with the opportunity to assess their aptitudes, interests, and abilities, and to assist them to realize their potential to themselves and to society.

(i) *Incoming Transfers.* Any student who is transferring from another collegiate institution and who has a grade point average below 1.5 in units attempted at the time of transfer shall, if admitted, be immediately placed on probation.

Provisional Credentials. The Board, acting under the authority of Section 152 and implementing Sections 13117 through 13119 and Section 13171 of the Education Code enacted by the Statutes of 1959, amended Sections 602 and 623 of Title 5 of the California Administrative Code, relating to provisional credentials, to read as follows (effective October 24, 1959):

602. *Credentials Which May Be Issued As Provisional Credentials.* Any credential listed in this section may be issued as a provisional credential to an applicant who qualifies under the provisions of this subchapter when in the judgment of the Commission of Credentials a qualified, regularly certificated person is not available for the school service authorized by the credential. A provisional credential for full-time service, other than a credential issued upon County Board petition, sub-

section (c) of Section 620 or 621, or for limited service, subsection (b) of Section 622.5, shall be renewed upon the conditions hereinafter set forth regardless of whether a qualified, regularly certificated person is available for the school service authorized by the credential.

- (a) For full-time service
 - (1) General Elementary Credential
 - (2) General Secondary Credential
 - (3) Credential to Teach Exceptional Children in the Area of the Visually Handicapped, the Deaf or Hard of Hearing in Special Day Classes, the Mentally Retarded, and the Orthopedically Handicapped, including the Cerebral Palsied.
 - (4) General Pupil Personnel Services Credential
 - (5) Health and Development Credential
- (b) For substitute and/or part-time teaching service only
 - (1) General Elementary Credential
 - (2) General Secondary Credential
 - (3) Credential to Teach Exceptional Children in the Area of the Visually Handicapped, the Deaf or Hard of Hearing in Special Day Classes, the Mentally Retarded, and the Orthopedically Handicapped, including the Cerebral Palsied.
 - (4) General Pupil Personnel Services Credential
 - (5) Health and Development Credential

623. *General Pupil Personnel Services Credential.* In addition to meeting the requirements of Article 2 of this subchapter, an applicant for an initial provisional general pupil personnel services credential for full-time service must possess a bachelor's degree granted by an institution approved for credentialing purposes by the California State Board of Education and shall meet the requirements as contained in any one of subsections (a), (b), or (c):

(a) With Basic Authorization Only as set forth in Section 382 (a) of this title by verifying either (1) or (2) of this subsection:

(1) Two years of successful teaching experience, two years of pupil personnel service, or a two-year combination of such experience and service, in the public schools of the United States and by official transcript the completion of six semester hours of the additional course work required by subsection (c) of Section 381 of this title for the regular general pupil personnel services credential, or

(2) Completion of a full graduate year of training in a recognized school of social work.

(b) With Basic Authorization Plus Psychometry as set forth in Section 382 (b) of this title by verifying the following requirement:

Completion of 24 semester hours of acceptable postgraduate upper division or graduate level course work in an approved graduate institution, including all the requirements in the area of specialization for school psychometry as set forth in subsection (c) (2) (D) of Section 381 and at least five of the areas in the general area of preparation for this credential as set forth in subsection (c) (1) (A) through (I) of Section 381 of this title.

(c) With Basic Authorization Plus Psychology as set forth in Section 382 (c) of this title by verifying the following requirement:

Completion of two full years of acceptable postgraduate upper division or graduate level course work in psychology in an approved graduate institution, including all of the requirements in the area of specialization for school psychology as set forth in subsection (c) (2) (D) of Section 381 and subsection (c) (2) (A) through (D) of Section 382, and at least five of the areas in the general area of preparation specified in subsection (c) (1) (A) through (I) of Section 381 of this title.

Requirements for Graduation from and Admission to State Colleges. The Board, acting under the authority of and implementing Education Code Sections 152 and 23701 enacted by the Statutes of 1959, added Section 917 and Article 2.5 (Sections 931.1 through 931.5) to Group 3 of Subchapter 4 of Chapter 1 of Title 5 of the California Administrative

Code, relating to requirements for graduation from and admission to state colleges (effective September 1, 1961).

Note: The complete text of the sections of the California Administrative Code which were added will be published in the California Administrative Register.

School Library Consultant Service Established

The Board, acting under the authority of Education Code Section 188, and upon the recommendation of the Director of Education Roy E. Simpson, established the position of School Library Consultant in the Bureau of Audio-Visual Education, Division of Instruction.

Approval of Changes in School District Organization

In accordance with the provisions of Chapter 11 of Division 2 of the Education Code (Sections 2222 *et seq.*), the Board approved the following proposal regarding a change in school district organization:

Annexation of a portion of a union elementary school district to a high school district in Imperial County and a subsequent change in boundaries—A proposal by the Imperial County Committee on School District Organization to annex the Plaster City-Dixieland area of the Westside Union Elementary School District not in a high school or unified school district to the Central Union High School District.

In accordance with the provisions of Chapter 16 of Division 2 of the Education Code (Section 3162), the Board approved the following proposal regarding a change in school district organization:

Annexation of an elementary school district to a unified school district in Fresno County—A proposal by the augmented Fresno County Committee on School District Organization that an election be held to determine whether the voters in the Scandinavian Elementary School District wish to annex the district to the Fresno Unified School District.

In accordance with the provisions of Chapter 16 of Division 2 of the Education Code (Section 3151), the Board approved the following proposals regarding changes in school district organization:

Formation of a unified school district in Los Angeles County—A proposal by the augmented Los Angeles County Committee on School District Organization that an election be held to determine whether the voters in the territory now contained in the Downey Union High School District, which includes the Alameda, Downey, Gallatin, and Old River elementary school districts, wish to form a unified school district.

Formation of a unified school district in Los Angeles County—A proposal by the augmented Los Angeles County Committee on School District Organization that an election be held to determine whether the voters in the Charter Oak, Covina, and West Covina elementary school districts wish to form three individual unified school districts.

Formation of a unified school district in Mendocino County—A proposal by the augmented Mendocino County Committee on School District Organization that an election be held to determine whether the voters in the Fort Bragg Union Elementary School District wish to form a unified school district.

Formation of a unified school district in Monterey County—A proposal by the augmented Monterey County Committee on School District Organization that an election be held to determine whether the voters in the Salinas Union High

School District, which includes the Alisal Union, Buena Vista, Graves, Lagunita, North Monterey County Union, Salinas City, Santa Rita Union, Spreckels Union, and Washington Union elementary school districts, except in the area that comprises the Chualar Union Elementary School District, wish to form a unified school district.

Formation of a unified school district in Sacramento County—A proposal by the augmented Sacramento County Committee on School District Organization that an election be held to determine whether the voters in the Grant Union High School District, which includes the Del Paso Heights, Elverta, Natomas Union, North Sacramento, Rio Linda Union, and Robla elementary school districts, and the American River Junior College District, wish to form a unified school district.

Formation of a unified school district in Santa Barbara County—A proposal by the augmented Santa Barbara County Committee on School District Organization that an election be held to determine whether the voters in the Lompoc Union High School District, which includes the Artesia, Honda, Lompoc Union, and Maple elementary school districts, wish to form a unified school district.

In accordance with the provisions of Chapter 13 of Division 2 of the Education Code (Sections 2557 through 2560), the Board approved the following proposal:

Formation of a junior college district in San Bernardino County—A proposal by the governing board of the Victor Valley Union High School District that an election be held to determine whether the voters in the area coterminous with the high school district boundaries wish to form a junior college district.

Revocation of Credentials for Public School Service

The Board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons, effective on the dates shown:

| | Date of birth | Revocation effective | By authority of Education Code Section |
|-----------------------------|---------------|----------------------|--|
| Bernstein, Herbert | 6-25-27 | September 4, 1959 | 12754 |
| Birdwell, Leo Edgar | 8-20-23 | September 17, 1959 | 12756 |
| Brotherton, Phillip Agnew | 11- 7-02 | August 13, 1959 | 12754 |
| Clees, James Cameron | 1- 2-29 | July 23, 1959 | 12754 |
| Gisclairi, Astrid A. Little | 9-25-07 | September 17, 1959 | 12755 |
| Hardesty, Richard Thomas | 7-26-26 | July 23, 1959 | 12754 |
| Keen, Lorne Douglas | 4-17-25 | September 17, 1959 | 12756 |
| Kershner, Gerald Luther | 7-17-34 | September 17, 1959 | 12756 |
| McCurdy, Robert James | 4- 8-31 | June 17, 1959 | 12754 |
| Phillips, William Thomas | 1-26-19 | September 17, 1959 | 12752 |
| Pirro, Alfonso Gaspar | 6-19-34 | September 17, 1959 | 12756 |
| Reynolds, James Royal | 10-15-11 | July 27, 1959 | 12754 |
| Schall, Sue Ottinger | 1-23-29 | September 4, 1959 | 12754 |
| Schrock, John Granville | 2- 9-10 | September 17, 1959 | 12756 |
| Soule, Harvey George | 10- 8-26 | July 31, 1959 | 12754 |
| Turoonjian, Ronald | 10- 1-33 | August 6, 1959 | 12754 |
| Urbach, Bertram Stanley | 7- 8-23 | August 18, 1959 | 12754 |
| Waller, Wiley Howard | 10-31-27 | July 3, 1959 | 12754 |
| Wilkes, Warner Thomas | 9-24-08 | July 1, 1959 | 12754 |

Suspension of Credentials for Public School Service

In accordance with the provisions of Education Code Section 12751, the Board suspended the general secondary credential and the special

secondary credential in homemaking heretofore issued to Astrid Johansen (birth date 3-6-35), for the period ending June 30, 1960; and suspended the credentials, life diplomas, and other certification documents heretofore issued to Myrle Lyle Rogers (birth date 11-14-05), for the period ending December 17, 1959.

Granting of Credentials to Applicants Whose Previous Credentials Had Been Revoked

The Board approved the granting, subsequent to previous revocation, of the kindergarten-primary credential of Mary Washington Jennings (birth date 4-4-21); and the general elementary credential of William Walsh Bliss (birth date 8-4-26).

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A master calendar of educational meetings and events of state-wide or regional significance is maintained in the office of the Superintendent of Public Instruction. The principal list of events for 1959-60 appeared in the September 1959 issue of *California Schools*. Notices that are not received at the time of publication of this list are published as they are received.

| <i>Date</i> | <i>Organization and Event</i> | <i>Place</i> |
|----------------|--|---------------------------|
| November 13-14 | California Advisory Council on Educational Research, Annual State Conference | Disneyland Hotel, Anaheim |
| March 11-12 | California Educational Research Association, Annual Spring Research Conference | Bakersfield |
| April 8-9 | California Teachers Association, State Council Meeting | Asilomar |
| July 1 | National Education Association, Annual Meeting | Los Angeles |

NAVAL OFFICERS COLLEGE TRAINING PROGRAM

Applications are now available from high school principals, deans of colleges, and U.S. Navy recruiting officers, for the Navy's fourteenth annual competitive examination for its nationwide regular Naval Reserve Officers Training Corps college training program. The qualifying examination is scheduled for December 12, 1959, and is open to all high school seniors and graduates who are eligible. The deadline data for receipt of all applications is November 14, 1959.

Male citizens of the United States between the ages of seventeen and twenty-one are eligible to apply for the Navy College Aptitude Test. Those contemplating a college course which takes five years to complete must not have passed the twentieth anniversary of birth on July 1, 1960. Persons attaining a qualifying score will be given the Navy's rigid midshipman physical examination in February, 1960. From the pool of

qualified candidates remaining in competition, approximately 1,600 young men will be selected for appointment as midshipmen and will enroll in one of the 52 colleges of their choice where a NROTC unit is located.

The NROTC is maintained to train and educate young men for careers as officers in the Navy and Marine Corps. Successful candidates will start their naval careers in colleges and universities across the country in 1960. After college education and substantial Navy training, graduates will be commissioned as regular officers in the Navy or Marine Corps for active duty with the United States fleets throughout the world. For those who apply and qualify, assignment to flight training will open new careers in naval aviation.

In addition to the normal college curriculum, midshipmen in the regular NROTC will study a planned course in naval science. All tuition, fees, and books will be furnished by the Navy, plus annual retainer pay of \$600 for a maximum of four years. Regular NROTC midshipmen will spend part of three summers on training cruises with various fleet units.

COUNSELING GUIDE AVAILABLE

Careers In California State Government, a 54-page counseling guide to state jobs requiring a college degree, published by the California State Personnel Board, is in the process of being distributed to high school counselors and high school libraries.

In a foreword, Governor Edmund G. Brown defined the purpose of the publication as follows:

We hope that *Careers In California State Government* will lead to a better understanding of the part that state services take in our daily lives and that it will be useful to California teachers, counselors and placement officials in their important guidance work.

The State of California employs persons in more than 2,000 different job classifications, each with established education and experience requirements. Announcements on specific openings and scheduled civil service examinations are distributed continuously. But until the publication of *Careers In California State Government*, there has been no comprehensive information that would assist the student and his adviser to get a clear picture of state employment as a career. The guide is divided into three parts: a summary of the organization and functions of the California State Government; brief descriptions of the work of various state agencies; and a list of career opportunities, with job briefs and entrance qualifications.

Requests for copies for counseling purposes should be co-ordinated for each school by the guidance director, and should be directed to the California State Personnel Board, 801 Capitol Avenue, Sacramento 14, California.

CALIFORNIA INDUSTRIAL ARTS AWARDS WINNERS ANNOUNCED

For the eighth consecutive year, students in California public schools who entered projects in the Industrial Arts Award competition sponsored by the Ford Motor Company have won the largest number of cash prizes awarded students from any state.

In the 1959 competition, California students received 123 of the 671 cash awards; Pennsylvania was second, with 75; Illinois was third, with 62; Ohio was fourth, with 55; Texas was fifth, with 39; North Carolina was sixth, with 37; and Michigan was seventh, with 34.

Entrants from California were awarded nine of the 32 Outstanding Achievement Awards, which entitle each student winner to a \$100 cash prize and, with his instructor, to a three-day trip, all expenses paid, to Dearborn, Michigan. Outstanding Achievement Awards are given for projects considered best in craftsmanship, ingenuity, and creative design.

The Industrial Arts Awards contest, open to students in grades seven through twelve, is sponsored by the Ford Motor Company to encourage fine craftsmanship among industrial arts students in the United States and its territories and in Canada. More than 45,000 projects in 14 different competitive categories were entered in 75 local and regional contests last spring. Of these, 4,266 were sent to Dearborn for the finals. The winners shared approximately \$50,000 in cash prizes and other awards.

Each California Outstanding Achievement Award winner's name, city, school, type of project, contest group classification, and instructor's name follows:

James A. Moschenroas, Burbank, John Burroughs High School, presentation of Briggs and Stratton engine, mechanical drawing, Ronald Gaitskell, instructor.

Howard Ziegler, La Mesa, Helix High School, stoneware cookie jar, ceramics, Larry Helmuth, instructor.

Hal Johnson, Long Beach, R. A. Millikan High School, assembly and detail drawing, "Story of the Valve," mechanical drawing, Arthur F. Steiner, instructor.

Dan Brown, Los Angeles, Luther Burbank Junior High School, intercommunication master, electrical, John Edwards, instructor.

Toby Chess, Los Angeles, Palms Junior High School, experimenter's power supply, electrical, J. Harvey Seiple, instructor.

Steven A. White, Oakland, Castlemont High School, model of light-seeking rocket, electrical, Nicholas Saba, instructor.

Bill L. Paulin, Ontario, Chaffey Union High School, assembly and working drawing of lathe transmission box, mechanical drawing, Kenneth R. Stark, instructor.

Mark D. Johansen, Redwood City, Hoover Elementary School, aluminum ware, wrought metal, E. B. Mattson, instructor.

Walter Clark, Redwood City, Sequoia High School, dining room table and four chairs, wrought metal, Richard J. Herzog, instructor.

D.A.R. GOOD CITIZENS AWARD

The California State Society of the National Society of the Daughters of the American Revolution sponsors a "Good Citizens" award

annually for girls graduating from high school. Candidates for the award are selected on the basis of personal dependability, and qualities of service, leadership, and patriotism. The "Good Citizen" chosen from each school receives a pin and a certificate of award and is eligible to enter district competition. An award of a United States Government Bond of \$25 is made to each district winner. District winners may compete for the state award, a \$100 United States Government Bond. Inquiries regarding further details of the awards may be obtained by writing to Mrs. John J. Champieux, State Regent, California State Society of the Daughters of the American Revolution, 1012 South First Street, Alhambra, California; Mrs. Wesley G. Barringer, State Chairman, 255 West Grand Avenue, Escondido, California; or Mrs. Robert O. Pascoe, State Vice-Chairman, 550 Dimm Street, Richmond, California.

DISASTER PROTECTION HANDBOOK FOR SCHOOL ADMINISTRATORS

The American Association of School Administrators has published a 40-page pamphlet, *Disaster Protection Handbook for School Administrators*, to provide information about the implementation and administration of a disaster protection program. The pamphlet, addressed specifically to school administrators, considers their special problems with relation to civil defense and disaster protection, and is designed to be used with more detailed material readily available elsewhere. A bibliography lists some of this material. The plans and suggestions include a short-range pupil safety program and a long-range curriculum program for disaster survival.

Professional Literature

PUBLICATIONS RECEIVED

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- BARZUN, JACQUES. *The House of Intellect*. New York 16: Harper & Bros., 1959. Pp. 276. \$5.00.
- BEBERMAN, MAX. *An Emerging Program of Secondary School Mathematics*. Cambridge, Mass.: Harvard University Press, 1958. Pp. 44. \$1.50.
- The Columbia University Libraries: A Report on Present and Future Needs*. Prepared for the President's Committee on the Educational Future of the University by the Subcommittee on the University Libraries: MAURICE F. TAUBER, Chairman; C. DONALD COOK; and RICHARD H. LOGSDON. New York 27: Columbia University Press, 1958. Pp. 320. \$5.00.
- DEAN, JOHN F., and THOMPSON, JAMES R. *Here's Help for Your Gifted Child: Free and Inexpensive Materials, Enrichment Techniques, Research Projects*. Newport Beach, California: John F. Dean, 1959. Pp. 28. \$0.50.
- Disaster Protection Handbook for School Administrators*. WILLIAM M. LAMERS, Project Writer. Washington 6, D.C.: American Association of School Administrators, 1959. Pp. 40.
- Elementary Teachers Guide to Free Curriculum Materials, 1959*. Sixteenth annual edition. Edited by PATRICIA H. SUTTLES and OTHERS. Randolph, Wisconsin: Educators Progress Service, 1959. Pp. xx + 348. \$6.50.
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- General Science, Grades 7, 8, 9: Course of Study and Syllabus*. Curriculum Bulletin, 1958-59 Series, No. 4. Brooklyn 1, N.Y.: Board of Education of the City of New York, 1959. Pp. x + 266. \$1.00.
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- JONES, HOWARD MUMFORD. *One Great Society: Humane Learning in the United States*. New York 17: Harcourt, Brace & Co., 1959. Pp. 242. \$4.50.
- LIVERIGHT, ALEXANDER ALBERT. *Strategies of Leadership in Conducting Adult Education Programs*. New York 16: Harper & Bros., 1959. Pp. 140. \$3.50.
- MITCHELL, JOHN PEARCE. *Stanford University 1916-1941*. Stanford, California: Stanford University Press, 1958. Pp. 168. \$3.75.
- The Puerto Rican Study, 1953-1957: A Report on the Education and Adjustment of Puerto Rican Pupils in the Public Schools of the City of New York*. Director, J. CAYCE MORRISON. Sponsored by the Board of Education of the City of New York under a grant-in-aid from the Fund for the Advancement of Education. Brooklyn 1, N.Y.: Board of Education of the City of New York, 1958. Pp. xii + 268.

- RELIER, THEODORE L. *Divisional Administration in English Education*. University of California Publications in Education, Vol. 12, No. 3. Berkeley and Los Angeles, California: University of California Press, 1959. Pp. 149-212. \$1.25.
- Resource Materials in Civic Education for Adult Elementary Classes*. Curriculum Bulletin, 1957-58 Series, No. 7. Brooklyn 1, N.Y.: Board of Education of the City of New York, 1959. Pp. viii + 148. \$0.50.
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- ROTHNEY, JOHN WATSON MURRAY, and Others. *Measurement for Guidance*. New York 16: Harper & Bros., 1959. Pp. 378. \$5.00.
- SPACHE, GEORGE DANIEL. *Good Reading for Poor Readers*. Champaign, Ill.: Garrard Press, 1958. Pp. 168. \$2.50.
- State Apportionment to California School Districts, 1959*. California Teachers Association Research Bulletin No. 122, September, 1959. Burlingame, California: California Teachers Association, 1959, Pp. 42.
- STOKE, HAROLD WALTER. *The American College President*. New York 16: Harper & Bros., 1959. Pp. 180. \$3.50.
- TUTTLE, EDWARD MOWBRAY. *School Board Leadership in America*. Danville, Ill.: Interstate Printers and Publishers, 1958. Pp. 320. \$5.00.
- WILES, KIMBALL. *Teaching for Better Schools*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959 (second edition). Pp. x + 342. \$5.95.
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